DOCUMENT RESUME

ED 415 902 IR 056 873

AUTHOR	Reed, Susan L.
TITLE	Pawtucket Public Library, Final Performance Report for Library Services and Construction Act (LSCA) Title VI, Library Literacy Program.
INSTITUTION	Pawtucket Public Library, RI.
SPONS AGENCY	Office of Educational Research and Improvement (ED), Washington, DC. Office of Library Programs.
PUB DATE	1993-00-00
NOTE	14p.
CONTRACT	R167A20228
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Adult Basic Education; *Adult Learning; *Adult Literacy; Adult Students; *English (Second Language); Federal Programs; Grants; Library Role; Library Services; *Literacy Education; Public Libraries; Publicity; *Second Language Instruction; Tutoring; Tutors; User Needs (Information); Volunteer Training; Volunteers
IDENTIFIERS	Library Services and Construction Act; Tutor Training

ABSTRACT

This final performance report provides project outcome information and data to the U.S. Department of Education for the federally-funded Library Literacy Program. The Pawtucket Public Library (Rhode Island) conducted a project that provided literacy services to English as a Second Language (ESL) learners. The project served a community of 50,000-100,000 people. Classroom instruction was provided using a learner-centered approach, in which the facilitator worked with students to develop language and literacy learning activities relevant to the students' needs for and uses of English language and literacy. The project served 52 adult learners, and provided 320 hours of classroom time. The report describes activities from October 1992-September 1993 and provides: a comparison of actual accomplishments to goals and objectives set forth in the grant application; a comparison between proposed and actual expenditures; specific details of activities undertaken; the role the library played in the accomplishment of the goals and objectives; agencies and organizations that assisted in the project; and the impact of the federal project on the ongoing program of the library. Includes the agreement between the Pawtucket Public Library and the International Institute of Rhode Island for the cooperative provision of literacy services. (SWC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 415 902

Pawtucket Public Library, Final Performance Report for Library Services and Construction Act (LSCA) Title VI, Library Literacy Program

IR056873

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

IR

YES

Part I: General Information

Pawtucket Public Library
13 Summer Street
Pawtucket, R. I. 02860

Susan L Reed
1-401-725-3714

Grant Number R167A20228

$26,962 was awarded by the United States Department of Education for this project.
A total of $26,962 was expended and encumbed as of December 30, 1993.

Part II: Quantitative Data

Provide the following information about this project by filling in the blanks or putting a checkmark next to the answer that best describes your project. If any of the questions are not relevant to this project, write N/A.

1. What is the size of the community served by this project?

___ under 10,000
___ between 10,000 - 25,000
___ between 25,000 - 50,000
X between 50,000 - 100,000
___ between 100,000-200,000
___ over 200,000

2. What type of project was this? (Check as many as applicable)

___ Recruitment
___ Retention
___ Space Renovation
___ Coalition Building
___ Public Awareness
___ Training
___ Rural Oriented
___ Basic Literacy
___ Other (describe)_____

___ Collection Development
___ Tutoring
___ Computer Assisted
___ Other Technology
___ Employment Oriented
___ Intergenerational/Family
X English as a Second Language (ESL)

3. Did you target a particular population? (Check as many as applicable)

___ Homeless
___ Hearing Impaired
___ Visually Impaired
___ Learning Disabled
___ Mentally Disabled
___ Workforce/Workplace
___ Inmates of Correctional Institutions
___ Other (describe) _____

___ Homebound
___ Seniors/Older Citizens
___ Migrant Workers
___ Indian Tribes
___ Intergenerational/Families
X English as a Second Language

4. If this project involved tutoring, what tutoring method was used?

___ Laubach ___ LVA ___ Michigan Method
___ Orton-Gillingham X Other (describe)

Classroom instruction was provided, using a learner-centered approach, in which the facilitator worked with students to develop language and literacy learning activities relevant to students' needs for and uses of English language and literacy.

BEST COPY AVAILABLE

5. If this project involved tutoring, how was it provided? (check as many as applicable)

___one-on-one tutoring ___small group instruction
_x_classroom instruction

6.(a) If this project involved tutoring, was the learning progress of the adult literacy students quantitatively measured? _x_ yes ___ no

(If "yes", identify any tests, questionnaires, or standard methods used and summarize student results.)

Students were pre- and post-tested, using the Basic English Skills Test. Students showed a gain of 8 - 32 points (out of a possible 84), or 2 performance levels. The average gain was 17.3 points, or 2 performance levels.

6.(b) If this project involved tutoring, were qualitative outcomes of student progress documented? _x_ yes ___no

(If "yes", briefly describe how progress was determined and summarize student results. You may attach samples of any documents used to record observations or demonstrate outcomes.)

Students changes in uses of language were noted, as was progress toward long-range goals -- entering college, getting a job, etc.

7. During the course of this project were any of the following items produced? If so, attach a copy to each copy of the report. NA

___ bibliography
___ curriculum guide
___ training manual
___ public relations audiovisual
___ training audiovisual
___ recruitment brochure
___ resource directory
___ evaluation report
___ survey
___ newsletter(s)
___ other (describe)
_____
_____

BEST COPY AVAILABLE

8. During the course of this project:

How many adult learners were served? (i.e., individuals who made use of the library's literacy project services in some way) 52 students
Of those served, how many received direct tutoring service? 52
How many hours of direct tutoring service did they receive? 320 each x 36 learning slots
How many new volunteer tutors were trained? NA
How many current volunteer tutors received additional training? NA
How many volunteer tutors (total) were involved? NA
How many non-tutor volunteers were recruited? 1
How many service hours were provided by non-tutors? 640
How many librarians were oriented to literacy methods, materials, and students? 6 Librarians 7 staff members
How many trainers of tutors were trained? NA

Part III: Narrative Report

Provide a narrative report that includes the following information:

1. A comparison of actual accomplishments to the goals and objectives set forth in the approved application. Describe any major changes or revisions in the program with respect to approved activities, staffing, and budgeting, including unspent funds. Explain why established goals and objectives were not met, if applicable.

2. Provide a comparison between proposed and actual expenditures by budget category, i.e., personnel, travel, materials, etc.

3. Provide, as appropriate, specific details as to the activities undertaken -- e.g., if library materials were acquired, describe the kinds of materials purchased; if a needs assessment was conducted, describe the results of the assessment; if training was provided, describe the training and include the dates and topics; if services were contracted out, describe the contractor's activities.

4. Describe the role the library has played in the accomplishment of the goals and objectives set forth in the approved grant, including whether the library was involved in the project's implementation or as a resource and site only.

5. Provide names of agencies and organizations recruited to volunteer their services for the literacy program or that were involved in the coordination and planning of the literacy program. Describe the nature of their role.

Part III: Narrative Report

1. The goals of the program were to improve Pawtucket Public Library's capability to provide appropriate library services to the limited English speaking communities of Pawtucket and Central Falls and to enable limited English proficient adults and out-of-school youth to develop English skills, including English literacy, and cross-cultural competence.

1-1.1 The Library Director met with the ESL/literacy teacher, the library's reference specialist for Spanish and Portuguese, and three former ESL students to discuss what material the library should purchase to assist students to learn English. The former students recommended that more audio visual materials and dictionaries be purchased for the library's collection. The library has followed their recommendations in selecting materials.

1-1.2 The library staff met with the Director and a staff member of Progreso Latino. Progreso Latino is a non-profit, bilingual, bicultural agency committed to making social services accessible to the Rhode Island Hispanic community. The needs of the hispanic community and how the library could better serve this community were discussed. The library staff learned about the services Progreso Latino provides and the Director and the staff member from Progreso Latino were given a tour of the library and information about library services.

1-1.3 The library ran two open-house workshops. One was held in the evening and one in the morning. The library originally planned to run these workshops on Saturday, but after asking the students already in the classes it was discovered that Saturday was not a good day to hold them. The workshops turned into library tours, because the attendees were interested in what was available to them and how they would use it. Many of the attendees were ESL students or their relatives. Because the workshops turned into tours, there were no costs associated with them.

1-1.4 10 program participants or family members of those in the program took advantage of the casework services offered by the International Institute at the Library.

1-2. The second goal of the program was to enable limited English proficient adults and out-of-school youth to develop English skills, including English literacy, and crosscultural competence.

1-2.1 The Library developed a contract with the International Institute of Rhode Island for the provision of educational and supportive social services at the

Pawtucket Public Library for the limited English speaking adults. A copy of the contract is included.

1-2.2 &1- 2.3 The program enrolled 52 adult learners, 2 over its minimum goal of 50 and provided 320 hours of classroom time.

1-2.4 Learners demonstrated improvement of English oral proficiency and literacy through performance on standardized tests, through new literacy capacity and through new oral capacity. Pre- and post-test scores on the Basic English Skills Test indicate gains of 8 to 34 points, or 1 to 4 performance levels over the course of the program. The average gain was 17.3 points, or 2 performance levels. In the course of the program, many students became regular library users and developed the ability to and the habit of reading the newspaper each day. In class students oral ability improved, and students reported success and confidence in oral interaction with service providers, school personnel, health care professionals and other English speakers that students can now access without the aid of an interpreter.

1-2.5 The program assisted 6 learners (4 less than our goal of 10) in entering further educational programs --2 in local colleges, and 4 in more advanced level community learning programs. Additionally, the program assisted 6 individuals in successfully seeking employment. Two of these individuals had been out of work for over two years.

2. Comparison between proposed and actual expenditures by budget category.

	Proposed	Expenditure & Encumbrance
1. Contracted educational services from the International Institute	$22,998	$22,906.71
2. Materials & Supplies		
a. Educational materials and supplies	$ 1,236	$ 1,211.68
b. Library materials	$ 2,575	$ 2,674.51
c. Classroom materials	$ 103	$ 169.10
d. Workshop materials	$ 50	
Total	$26,962	$26,962.00

3. The library contracted with International Institute to provide classroom instruction. Beginning in October 1992, two classes in English as a Second Language were held. Students were recruited through postings at the Library, through advertisements in the local media and through community word-of-mouth. One morning and one evening were set aside for registration, and an intermediate

morning class and a beginner evening class, each with 18 students, were formed.

Each class met Monday through Thursday for two hours each day. After the first two weeks of class, all students were tested with the Basic English Skills Test to establish English literacy fluency. Over the course of the first two weeks, oral ability and areas of need were assessed.

In November the program suffered a severe setback when the teacher, a well-known and respected professional ESL teacher, lost her sight almost completely. For the next several weeks substitutes filled in for the teacher, while students hoped she would regain her sight. Finally, in January, when no improvement had been seen, a new teacher was hired.

From January through September a core group of 35-40 students attended classes faithfully. The morning class was an advanced beginner level class, while learners with lower proficiency in oral English and literacy attended the evening session.

In their classes learners practiced English grammar and usage, read selections about topics of relevance to their lives, wrote paragraphs, and learned how to access opportunities such as jobs, services, educational programs, etc. Students explored local and state government and visited the Rhode Island statehouse.

In June several students terminated their study to spend time with their families. At the same time, four students who had been looking for jobs found employment. The program could then take new students. Running through the summer was a real program asset, since most local programs operate on a school year calendar, resulting in very few summer learning opportunities for this community.

In September post-tests were given. A graduation ceremony was held in which learners received certificates of achievement. Fourteen of those who completed the program have since entered into another community ESL program.

4. The library purchased and circulated materials to assist the students and other patrons learn English. Selections were made based on discussions with the ESL teacher, former students and the needs of limited English speaking patrons. Other organizations in the community were informed about the library's classes and ESL collection. Many of these organizations scheduled tours of the library's ESL collection for their staff and referred students to the library's program.

As the classes were always full and had a waiting list, the library staff helped the waiting list students select material to improve their English while they were

waiting to enter a class. The demand for ESL classes in our area far exceeds what is available, but, when possible, the staff told patrons of other options for ESL education. The library staff recruited patrons for the program. They welcomed the students daily, made sure they were comfortable in their classroom setting and helped them with their informational needs.

A friendly rapport developed between the staff and the students. Many of the students had never used a library before. Some felt libraries were for the elite. Others were concerned that the government would know too much about them if they borrowed books from the library. As a result of the program, most of our students, their family and friends feel comfortable in borrowing books from the library and asking for help from the librarians.

5. No other organizations or agencies were directly involved with the project except to refer students or to share their concerns for the needs of the students.

6. No other sites were used for this project.

7. This program has helped the library in relating to the new immigrant community. Often when the librarians give tours to school children, they will tell them of a friend or a relative that attended ESL class at the library. This community now knows that the library is interested in their well being. They often come to us with other questions when they need help.

AGREEMENT

WHEREAS, the Pawtucket Public Library hereinafter referred to as "PPL", desires to provide and meet the library needs of the residents of the City of Pawtucket and the adjoining area to the fullest extent possible; and,

WHEREAS, the PPL has identified a need to provide instruction to those members of the community who have a limited proficiency in the English language; and

WHEREAS, the PPL has been granted a sum of money to provide educational and support of social services for limited English speaking adults in the community by the U. S. Department of Education, Library Services and Construction Act, Title VI (LSCA); and,

WHEREAS, the International Institute of Rhode Island, hereinafter referred to a the "Institute" has knowledge of said grant and the requirements of the U. S. Department of Education with reference thereto; and,

WHEREAS, the Institute has the physical capability and professional expertise to provide educational and support of social services for limited English speaking adults who reside in the community of Pawtucket and the adjoining area; and,

WHEREAS, PPL and the Institute are desirous of entering into an agreement to satisfy the identified needs of the community and providing educational and support of social services limited English speaking adults

THEREFORE IT IS HEREBY AGREED BY THE PARTIES AS FOLLOWS

1. This agreement is made effective October 1, 1992 and the term shall be for a period not to exceed twelve (12) calendar months thereafter, or a date mutually agreed upon hereafter by the parties in writing.

BEST COPY AVAILABLE

2. PPL hereby engages the Institute to provide educational and support of social services for limited English speaking adults in the city of Pawtucket and the adjoining area as further described hereinafter, subject to the approval of PPL and consistent with the rules and regulations of the U.S. Department of Education and the Library Service and Construction Act Title VI (LSCA).

3. The Institute shall provide an in-service educational workshop for library staff with community representation, to assist staff in developing first hand awareness of needs and issues of importance to limited English speaking and immigrant individuals and families in the city of Pawtucket and the adjoining area; to provide an average of Two Hundred Twenty (220) hours of English second language instruction to a minimum of fifty (50) adult learners, to improve the English language proficiency and fluency of fifty (50) foreign-born limited English speakers in the four basic skill areas: speaking, listening comprehension, reading, and writing, to help a minimum of ten (10) students to enroll in further academic or vocational education upon completion of the Library Literacy Activity, and, to provide resettlement assistance, immigration information and legal assistance as well as other case work services to a minimum of ten (10) students or members of their families.

4. The compensation paid by PPL to the Institute for the services to be rendered herein shall be in an amount not to exceed Twenty-two thousand Nine Hundred and Ninety-Eight ($22,998) Dollars. Payment shall be made monthly within a reasonable time subsequent to the receipt of a detail summary of services rendered by the Institute. See purchase order number attached hereto and incorporated by reference herein.

5. The Institute will maintain records on student enrollment, attendance and progress which will serve as a data base for progress reports by PPL to the Department of Education and for [illegible] evaluation.

BEST COPY AVAILABLE

6. PPL shall provide supplies, books and related items during the term of this agreement up to an amount not to exceed One Thousand Two Hundred-Thirty-Six ($1,236) Dollars.

7. Any payment due and payable by PPL under this agreement is conditional upon the receipt of funds under a federal grant relationship existing between the PPL and the U.S. Department of Education pursuant to the Library Service and Construction Act, Title VI (LSCA).

8. Upon thirty (30) days notice in writing by PPL, the Institute shall provide to PPL satisfactory evidence in writing of assurance that the goals and objectives of the grant are being reasonable addressed.

9. Any modification of this agreement or additional obligation assumed by either party in connection with this agreement shall be binding only if evidenced in writing, signed by each party or an authorized representative of each party.

10. Institute agrees that it will at all times faithfully, industriously and to the best of its ability, experience and talents, perform all of the duties that are required of and from it pursuant to the express and implicit terms of this agreement, to the reasonable satisfaction of PPL. Said duties shall be rendered at the Pawtucket Public Library located at 13 Summer Street, Pawtucket, Rhode Island or at such other place or places as the parties shall mutually agree.

11. If any provision of this agreement is declared to be unconstitutional, invalid, or illegal by any court of final jurisdiction, all other provisions of this agreement shall remain in full force and effect.

BEST COPY AVAILABLE

WITNESSETH our signatures this 15th day of September, 1992.

Pawtucket Public Library

Chairperson, Board of Trustees By: M. Frances Campbell

International Institute

Executive Director By William Levy

BEST COPY AVAILABLE